DOCUMENT RESUME

ED 325 247 PS 019 214

AUTHOR Ferrentino, Michael P.
TITLE Increasing Social Competence in Kindergarten and First Grade Children through Modeling and Practice in a Self-Motivating Play Group.
PUB DATE 90
NOTE 69p.; Ed.D. Practicum, Nova University.
PUB TYPE Dissertations/Theses - Practicum Papers (043)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cooperation; *Elementary School Students; Grade 1; *Interpersonal Competence; Kindergarten Children; *Modeling (Psychology); *Play; Primary Education; *Prosocial Behavior; *Student Improvement

ABSTRACT

A behavior management specialist implemented a practicum intervention designed to increase prosocial behavior and positive peer interaction among kindergartners and first graders by means of student participation in a self-motivating play group. Five students attended a daily play session in block and housekeeping play settings that had been established for the purposes of motivating student activity and increasing appropriate play with toys, and increasing socially competent behaviors relevant to classroom expectations. Sessions were videotaped. Students were able to expand on their skills and were free to take risks without fear of rules imposed by adults. Before each play group session, students sat on the floor with a participating teacher and planned their involvement. Students concentrated on the area they preferred to play in, the materials they wanted to play with, the actions they proposed to undertake with the materials, and the students they wanted as playmates. When situations involving inappropriate behaviors arose, students were shown their behaviors on tape. Immediately afterwards, appropriate ways to play and interact were taught and modeled. After students practiced modeled behaviors, they viewed their taped behaviors and discussed their involvement. Practicum evaluation data indicated increases in social competence. Related materials are appended. Citations number 43. (RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☒ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

ED325247

Increasing Social Competence In Kindergarten And First Grade Children Through Modeling And Practice In A Self-Motivating Play Group

By

Michael P. Ferrentino

Cluster XXXIV

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Michael P. Ferrentino

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

A Practicum I Report presented to the
Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

NOVA UNIVERSITY

1990

PS 019214

PRACTICUM APPROVAL SHEET

This practicum took place as described.

Verifier: Bonnie J Swanson

Mrs. Bonnie Swanson

Elementary School Principal

Title

Vero Beach, Florida

Address

August 20, 1990

Date

This practicum report was submitted by Michael P. Ferrentino under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova University.

Approved:

Date of Final Approval of Report

JoEllen Salce Rogers, Ph.D., Adviser

Acknowledgements

A special acknowledgement to my father,

Pasquale J. Ferrentino

for his love and unselfish dedication to my educational success. His persistence and understanding has guided me through continued educational pursuits so that I may better contribute to the welfare of young children. The writer also gratefully acknowledges the following people for their participation and contributions to the success of this program:

Mrs. Bonnie J. Swanson, Principal

Mrs. Sandra Crumpler, First Grade Teacher

Mrs. Josephine Preisler, First Grade Teacher

Miss Margarett Kelly, Kindergarten Teacher

Mrs. Bonnie Mortka, Kindergarten Teacher

Mrs. Victoria Schommer, Kindergarten Teacher

TABLE OF CONTENTS

	Page
ACKNOWLEDGEMENT	iii
TABLE OF CONTENTS	iv
LIST OF TABLES	v
ABSTRACT	vi
Chapter	
I INTRODUCTION	1
Description of Work Setting and Community	1
Writer's Role and Responsibilities	3
II STUDY OF THE PROBLEM	4
Problem Description	4
Problem Documentation	7
Causative Analysis of the Problem	8
Relationship of the Problem to the Literature	11
III ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS	16
Goals and Expectations	16
Behavioral Objectives	17
Measurement of Objectives	18
IV SOLUTION STRATEGY	21
Discussion and Evaluation of Solutions	21
Description of Selected Solution	24
Calendar of Events	28
Report of Action Taken	30
V RESULTS, DISCUSSION AND RECOMMENDATIONS	34
Results	34
Discussion	43
Recommendations	48
Dissemination	49
REFERENCES	50

Appendices

A PARENTAL OR GUARDIAN PERMISSION FORM..... 56

B CLASSROOM RULES..... 58

C DAILY CLASSROOM RECORDING CHART..... 60

D OBSERVABLE BEHAVIOR CHECKLIST..... 62

E REPORT OF UNEXPECTED EVENTS..... 64

LIST OF TABLES

Table

1 Attainment of Objective #1..... 37

2 Attainment of Objective #2..... 39

3 Attainment of Objective #3..... 41

4 Attainment of Objective #4..... 42

Abstract

Increasing Social Competence In Kindergarten And First Grade Children Through Modeling And Practice In A Self-Motivating Play Group. Ferrentino, Michael P., 1990: Practicum I Report, Nova University, Ed.D. Program in Child and Youth Studies. Descriptors: Interpersonal Competence/Social Adjustment/Prosocial Behavior/Social Behavior/Social Development/Discipline Problems/Behavior Problems/Primary Education/Early Childhood Education/Kindergarten Education

This practicum report describes methods used to increase prosocial behavior and positive peer interaction among kindergarten and first grade students through participation in a self-motivating play group. Five students attended daily play sessions in place of outdoor recess time in which participation included planning cooperative activities, following them through and reviewing their involvement.

The solution strategy was designed to include a participating teacher who facilitated play and guided students through pertinent intervention strategies during each video taped play session. Students were shown their inappropriate behaviors through video playback which was succeeded by instruction and modeling of appropriate behaviors. After practicing the modeled behaviors, the students viewed their participation from the video tape and discussed their involvement as a review of each session.

The outcomes of practicum implementation cited increases in many socially competent behaviors. Special class teachers reported greater instances of rule compliance and nonremoval of students. Classroom teachers observed more situations of students following directions and appropriately responding to adult interventions. Each student demonstrated significant increases in self-control and self-management which resulted in a reduction of aggressive behaviors. Through encouragement and guidance of the student in their selected activities, participating teachers found they were able to attend to a variety of their developmental needs while reinforcing prosocial behaviors.

CHAPTER I

INTRODUCTION

Description of Work Setting and Community

The work setting in which a problem situation has been identified is an elementary school located in a small agricultural community. The school is one of twelve elementary schools in this rural county school district. In 1986, the school's name was changed to reflect the identification of a major league baseball team which had adopted the school. The team initiated a revitalization to the nineteen year old structure and established an atmosphere of pride and confidence through personal appearances by the baseball players and special projects conducted with the students and community.

The eight school buildings on a twenty acre site include a recently completed facility to house a computer lab, music and art rooms. Future plans for the forty-thousand square feet of school space will be the addition of a library and classroom wing. According to the December 1989 Principal's Monthly Enrollment Report, there are presently three hundred and eighty-seven students

in attendance. The ethnic make-up of 73.6% white, 24.3% black, 1.8% hispanic and 0.3% asian students is indicative of the decreasing minority population in this transitional community.

The community that has contributed to the attendance of the school has been changing in the past five years. From a population of black working families and those whose income is at or below the poverty level, school-age families now incorporate more middle and upper-class white families. Many housing developers are taking advantage of this trend and the low cost land that is centrally located near the county's only major city. These new developments provide a steady increase in the school's growing population.

The Chamber of Commerce estimated a county-wide population in 1988 of approximately eighty-seven thousand people. Other than government, health care providers and one major manufacturer; citrus growing and tourism are the major sources of income for the area. With employment on the rise and more opportunities for seasonal work available, migrant workers and transient families impact upon the schools as well as the community.

The school's dedicated faculty and administration has created a partnership with community advisory personnel to support the advancement of racial integration and educational opportunities for all their students. Innovative programs and strong leadership has facilitated advancement in academic achievement, social integration and increased student expectations and responsibilities.

Writer's Role and Responsibilities

The writer is a Behavior Management Specialist employed by the county school district and funded by federal grant allocations designated by Public Law 94-142, The Education of The Handicapped Act. Assigned to primarily one elementary school, he consults with regular and special education teachers, counsels handicapped children and develops and implements individual behavioral plans and curricula programs. The writer's past experience and education enables him to provide valuable input as a member of various school's Teacher Support Teams, student observations and assessments, crisis intervention and training for staff and parents.

While possessing undergraduate and graduate degrees in psychology and exceptional student education respectively, the writer is also a post-graduate of a program for school administration and supervision. His experience ranges from teaching emotionally handicapped and learning disabled students to administering programs for prekindergarten and severely and profoundly handicapped children.

Specific practicum duties for the writer was to instruct five teachers in the strategies and techniques designed to increase socially competent behaviors in five kindergarten and first grade children. Additionally, he modeled strategies and techniques in the classroom setting, collect data and record observations.

CHAPTER II

STUDY OF THE PROBLEM

Problem Description

A child's early developmental years from infancy to preschool are crucial for parents and children. When children are raised in a secure, nurturing and responsive home, they learn skills and knowledge while their parents develop confidence in their child rearing capabilities. Upon entering the structured classroom setting, the kindergarten or first grade student must participate in a typical curriculum which has increased dramatically in performance expectations from past curricula. In many cases, nurturing parents and teachers have driven students toward greater levels of achievement by emphasizing heavily academic oriented programs. Robert Cervantes (Salholz, Wingert, Burgower, Michael & Joseph; 1987), the Director for Child Development at the California Department of Education states; "Parents want their kids to read, write and speak two languages when they hit kindergarten".

In addition, many children are deprived of normal growth opportunities and lack the benefit of emotional satisfaction.

These children will often experience low achievement and poor self-esteem upon entering the public school system (National Association of State Boards of Education, 1988). Such effects may have children and their parents feeling insecure of the child's future academic and behavioral success.

Assessment of developmental levels prior to kindergarten entrance and actual classroom observations have revealed many children with socially incompetent behaviors that are well below their age expected level of performance. As children reach the age of five and enter carefully designed school-age programs, teacher perceptions and tolerance for behavioral difficulties becomes less accommodating than for instructional needs (Walker & Rankin, 1983). The identified students were noted to exhibit difficulty in the conceptualization and performance of the classroom rules. In comparative studies with exceptional education teachers, Walker and Rankin also found regular education teachers to be more rigid and demanding of behavioral competence.

When confronted with teacher directions or requests, the students exhibited behaviors that ranged from noncompliance to defiance, tantrums and physically abusive reactions to teacher interventions. In studies of problematic classroom behavior, Safran and Safran (1984 & 1985) concluded that the anticipated outcomes of the conflict for behavioral success and the students' capabilities for adjustment were not encouraging. The discrepancy

between actual performance and that which was expected became frustrating to the student and concerned adults.

Although these students were progressing academically at the anticipated rate, much of their frustration was evidenced through excessively aggressive behavior with peers, adults and inanimate objects. The students had been observed to demonstrate inappropriate and destructive play with toys. Many interactions initiated with other students were negative and their responses to positive socialization escalated to a physical reaction. Stainback and Stainback (1984) identified classroom context as an important variable in working with problem behavior. Even with physical classroom modifications and a consistent daily routine, the students were unable to respond to the abstract forms of correction that were offered to them through classroom discipline and behavior management procedures.

Without invoking concrete methods of concept development, the students were unable to conceptualize age appropriate adult and peer interaction. Hertz (1984) indicated that a negative cycle of inappropriate behavior may result when a developmentally immature child is disciplined for a behavior which is natural to him; thus, reverting him to even more developmentally younger behaviors. The resulting behaviors were noted to be demonstrated as negative and unacceptable social competence.

In summation, five identified kindergarten and first grade

students were exhibiting socially incompetent behaviors, excessive aggressiveness and inappropriate responses to adult and peer interaction. The demonstrated behaviors were developmentally younger than their expected age-related behaviors, even though academic achievement was progressing at the expected normal rate. Attempts to correct inappropriate behaviors through classroom discipline and behavior management procedures had little positive effect.

Problem Documentation

Many children entering kindergarten and first grade exhibit various overt behaviors that can be attributed to some difficulty in adjusting to a new situation. However, early in September, 1989, several student's behaviors were observed to be quite severe, the behaviors did not extinguish with time or discipline and some students required removal from the classroom by administrative intervention.

As frustrating as the rigors of a classroom setting were for each student, attendance in a special class presented more of the same semblance behaviors. Each classroom teacher reported that the identified students had been removed from a thirty minute special class session by the supervising teacher at least one out of six sessions per week during the first nine week marking period.

With some variations to the adopted school-wide Assertive Discipline process (Canter & Canter, 1986), each teacher had

developed and implemented a classroom behavior management plan. The students had progressed through both the classroom behavior management plan and the entire school-wide Assertive Discipline process with no increase in socially competent behaviors.

One of the foremost important concerns of the classroom teacher was to insure the safety of all students entrusted to that teacher. When it was deemed that a student's behavior might have endangered himself or any other person, the teacher was obligated to remove the student from the potentially harmful situation. It was observed that each student had transgressed the Assertive Discipline process due to physical assault and was immediately referred to the main office for discipline. The frequency of the incidents occurred at least one time every five days during the first nine week marking period.

A Teacher Support Team was created at each school in this county school district. The team's purpose was to provide classroom teachers with additional support to help generate new ideas or ways of dealing with behavioral or academic classroom concerns. The results of intervention suggested by the Teacher Support Team had produced no significant, observable increase in social competence.

Causative Analysis of the Problem

If we look at the cultural, socioeconomic and child rearing diversification that our children live within, it is no wonder that

the family structure must remain the hub of their early developmental growth. It is within this family structure that love, understanding and esteem-building support must be nurtured. If families are not capable of providing such necessities, then the probability of dysfunction may also have profound effects on the child.

Many of these effects are due to the continually changing family structure. Pressures of single parent families, economic hardships, family violence, divorce, drugs and alcohol, family relocations and new relationships may contribute to children not knowing how to perform within their own family structure let alone outside of it. The need for long term emotional and psychological stability of the family members is exemplified in The 1986 Amendments to the Education for All Handicapped Children Act, Public Law 99-457. Krauss (1990) points out that within the provisions of Part H is the requirement of the formulation of an Individualized Family Service Plan. This service plan redirects the service recipient from just the child to also include the family.

With the family structure continually changing and internal and external pressures affecting the development of moral attitudes and adequate language and social skills, children may communicate and interact in aggressive, loud and physical manners. The negative attention given by teachers and peers may also be a

reinforcement to such behaviors.

These high energy, emotionally unstable and easily distracted children, who are not capable of comprehending the cause and effect relationship of their actions, bring to the classroom their unique verbal and nonverbal forms of communication. The highly structured and rigid elements of the inflexible environment in public education is intolerant of their fluid and reactive style (Schnobrich, 1985). When these children respond and initiate interaction in a perceived negative or physical way, other children may respond similarly. The behaviors may then perpetuate and escalate out of control and beyond social standards.

In most social systems, children of different ages and developmental levels all seem to share one common ability and interest; to be able to engage in some form of active play. Play seems to be the one activity that is intrinsically motivating to children across all social and cultural boundaries (Smilansky, 1990). Parents and early childhood experts alike are no longer viewing children's play as simply occupying time; rather, it is a healthy and essential form of child development.

Many children from rural areas enter kindergarten and first grade with few experiences of interactive play due to their location and lack of same-aged siblings or preschool attendance. Families cannot always afford, nor are they aware of, age appropriate toys. When the children participate in school

activities, they may not know how to interact and play with toys in an appropriate manner due to such limited experiences.

Millie Almy (1984), Professor Emerita at the University of California, points out that it is in play that children can come to terms with their own actions and observations; they understand them more and essentially can create new ways for dealing with them. When children play, their motives are purposeful and self-directed. They allow themselves to experiment without fear of failure and they begin to utilize varying degrees of symbolism to represent their experiences and ideas.

Deficiencies in social interactions and relationships in young children signify the need to facilitate the growth of vital social attitudes, skills and abilities and to foster moral development in order to form positive relationships with school and family members.

Relationship of the Problem to the Literature

One of the most important decisions made affecting a child's educational career is how he or she is classified and grouped into a learning situation. The best we can hope for is that children are placed in a program where all are functioning in a relatively close developmental range of abilities. Assessing a child's social competence through observed adaptive behavior can assist educators in making appropriate classification decisions as well as identifying general developmental strengths and weaknesses or basic

problem areas. For students to receive the high quality education they deserve, great emphasis must be placed on appropriate assessment procedures to avoid their unnecessary channeling into special education classes (Guidubaldi, Perry, & Walker, 1989).

Various informational sources have identified numerous definitions and interpretations of adaptive behaviors. The most widely accepted definition is one that has been proposed by the American Association on Mental Deficiency: "... the effectiveness with which the individual meets the standards of personal independence and social responsibility" (Grossman, 1983). Feldman (1986) discusses the importance of the functionality of assessment as extremely crucial for maximum effectiveness of academic and social stimulation. When the results of adaptive behavior assessments are coupled with the results of developmental determinations, the teacher is able to utilize the observed social behavior comparisons to plan appropriately for the student's developmental and sequential needs.

Since the attainment of specific social skills is imperative to the success of socially incompetent students, then assessing their performance of skills in comparison to teacher or environmental expectations can better determine the likelihood of potential problems. It is when observed social skill performances do not correlate with behavioral classroom expectations that a student will not be successful (Johnson and Mandell, 1988). This

discrepancy makes obvious the need to examine various alternatives or modifications in a student's social behavioral plan and reassess the developmental expectations within the desired setting.

As parents and teachers are able to zero in on a student's abilities and natural curiosities they begin to see the value of encouraging the exploration of students' interests and the fostering of appropriate language development as a way to developmentally expand their experiences. The children begin to make sense of these experiences and learn by doing and actively exploring their environments (Hohmann, Banet & Weikart; 1983). Edwards and Whiting (1980) have referred to knowledge development through maturational stages which affect behavior as a cognitive-developmental model.

One aspect of children's social growth through maturational stages is that of moral development. Such cognitive theorists as Kohlberg (1976) and Piaget (1932) have addressed moral attitude development of children in a series of stages. Kindergarten and first grade students are at a moral developmental stage where they are unable to determine the severity of an act. The students become intensely concerned with the consequences for their actions rather than the reasons governing them. They view rules as absolutes and consequently lack the behavioral skills of self-discipline. Lasley (1989) suggests that problems will arise because the maturity and cognitive developmental levels of students

will inevitably be mismatched with predispositions of teachers.

With children's social maturity increasing and their egocentrism decreasing, the weight of consequences begin to diminish with the emergence of their ability to understand feelings and interpersonal actions of others. Schnobrich (1985) summarizes the characteristics in Piaget's and Kohlberg's theories of prosocial cognitive development as experiential, sequential, intrinsically motivational and that man is basically good. When children interact with their environment and grow toward greater intellectual levels of functioning, their natural motivation and experience will govern their social reasoning capabilities as they labor toward a self-satisfying internal balance.

It has become increasingly evident that schools are sending the wrong messages to our adult community in that basic social skills are not being taught to young children (Bennett, 1986). Are enough opportunities being provided to foster moral and social development? He further emphasizes that major teacher complaints continue to focus on the absence of basic social skills in young children and that successful academic achievement may partially depend upon the attainment of these basic social skills.

During the important formative years in Early Childhood Education, as young children begin to think more abstractly, their communication and reasoning abilities develop through different forms of interaction. Young children's physical activity is more

pronounced and they have to exert greater effort to control themselves. Language development is largely dependent on their ability to talk and communicate through whole experiences rather than taught as separate skills. The development of socialization skills and relationships helps build feelings of competence and self-esteem (Kantrowitz and Wingert, 1989).

In an effort to accelerate academic achievement, in part due to parental pressures and impending competition, learning has become counterproductive in that curricula and teaching practices are grossly inappropriate for the developmental levels of the children they serve. Kantrowitz and Wingert (1989) have noted that young children learn best by becoming actively involved with their environment, but most traditional schools limit their amount of participation and play. Children must learn to formulate relationships with adults and other children in a supportive and emotionally rewarding environment.

CHAPTER III

ANTICIPATED OUTCOMES AND EVALUATION INSTRUMENTS

Goals and Expectations

This practicum was initiated as a result of the observation that several kindergarten and first grade students were exhibiting inappropriate social behaviors. Many pertinent ideas were derived from a review of the literature and applied to the problem situation. The following goals and objectives were projected for this practicum.

It is expected that the students will increase positive responses to teachers' requests and directions. The students will also increase the amount of appropriate play with toys. It is anticipated that responses to, and initiation of positive peer interaction will also increase. Parental or guardian permission (see Appendix A) to participate in the implementation of the practicum was requested and received for each child.

It is anticipated that at least four of the five teacher participants will identify observable student progress resulting in successful accomplishment of at least one of the four stated

objectives. Attainment of these interactive skills will help foster the development of social competence and facilitate greater opportunities for social and academic achievement.

Behavioral Objectives

As a specific objective for this practicum, each child will demonstrate compliance with special class rules during thirty minute special class sessions. The children will demonstrate minimum acceptable performance by attending twenty-two out of twenty-four special class sessions per month without being removed or asked to leave as reported by the supervising teacher.

Each child will also follow the teacher's directions and respond to requests or consequences in an acceptable manner as outlined by the classroom rules (see Appendix B). The children will demonstrate minimum acceptable performance by maintaining compliance with classroom rules eighty percent of the time every day for four out of five days. Achievement of the objective will be evidenced by teacher documentation in the classroom behavior management plan.

Additionally, each child will keep his hands, feet and objects to himself when interacting with adults and peers as outlined by the classroom rules. The children will demonstrate minimum acceptable performance by maintaining compliance with classroom rules for physical assault nine out of ten days. Achievement of the objective will be evidenced by teacher documentation in the

classroom behavior management plan.

Within the context of classroom activities, each child will demonstrate prosocial behaviors as reported by the classroom teacher. The children will demonstrate minimum acceptable performance by initiating positive and acceptable peer interaction eighty percent of the time every day for four out of five days. Achievement of the objective will be evidenced by teacher observation and documentation.

Measurement of Objectives

When a student demonstrates an infraction of a classroom rule, the generic classroom behavior management plan suggests that a verbal warning be offered to the student with indication of that rule infraction. The second time the student does not comply with a rule, a second warning is given and the consequence is stated. Upon the third infraction, the consequence is administered; which is usually removal from the situation. Any severe behavior may transgress this process and result in immediate removal of the student. This behavior management procedure was applied to the behavioral outcomes of each of the four objectives.

To facilitate the recording process, only negative behaviors were recorded. Therefore, a decrease in unacceptable behaviors indicated an increase in a student's social competence. Each supervising teacher was given a chart (see Appendix C) to record daily infractions of the behavioral expectations that were outlined

in the objectives. The charts were formatted so that documenting each incompetent social behavior of an objective was done by placing a dot above the previous unacceptable behavior. This insured that each step of the classroom behavior management plan was followed.

The four behavioral objectives were stated at the bottom of each chart with each step of the behavior management plan indicated along the side of the chart. When a supervising teacher documented an inappropriate behavior, the recording on the chart corresponded to a step in the behavior management plan. If a student exhibited socially competent behaviors for one or more of the objectives, no marks were recorded corresponding to that objective on the daily chart. Each participating teacher was supplied with five daily charts which were turned in for additional forms when they reported to the play group on their assigned day.

The previously stated objectives have been paired with a checklist of ten observable behaviors (see Appendix D) derived from the Social Observation For Mainstreamed Environments (SOME) checklist (Johnson & Mandell, 1988). Prior to practicum implementation, each teacher participant recorded a plus or minus mark next to each of the ten paired behaviors to indicate a student's observed performance of that behavior. A second plus or minus mark indicated if the behavior was indeed a classroom expectation.

Pairing with the first objective of compliance with special class rules are the behaviors of obeying the class rules, making simple decisions and appropriately asking for help when needed. Carrying out simple directions and completing tasks with minimal adult assistance directly relates to the objective of the student following the teacher's directions.

The additional SOME behaviors of initiating nonphysical interactions with peers and adults and the use of verbal rather than nonverbal means to express himself correspond to the objective of keeping one's hands, feet and objects to oneself. Playing well with others and respecting others' belongings matches the final objective of initiating positive and acceptable peer interaction. The teacher participants completed the adapted SOME checklist at the end of practicum implementation so that teacher attitudes and expectations could be compared with those prior to implementation.

Throughout the course of the practicum implementation, instances of unexpected events had occurred that may have influenced the outcome of the proposed objectives. The events were documented by the participating teacher (see Appendix E). The completed forms were submitted weekly with the corresponding daily recording chart.

CHAPTER IV

SOLUTION STRATEGY

Discussion and Evaluation of Solutions

Several students in kindergarten and first grade were consistently exhibiting socially incompetent behaviors, excessive aggressiveness and inappropriate responses to adult and peer interaction. The reported behaviors had been described as developmentally younger than their expected age-related behaviors. The student's academic achievement was reported to be progressing at the expected normal rate. Attempts to correct inappropriate behaviors through classroom discipline and behavior management techniques had little positive effect.

Bradley (1984) found that students would increase the development of the social skills of cooperation, responsibility, perseverance and independence through participation in a project prior to entering kindergarten. An investigation into the student's prior school experience found that each had some previous prekindergarten programming. However, lack of prosocial development may have been attributed to the fact that some children

were delayed entrance into programs because of long waiting lists. In addition, some parents had questioned the quality of those programs because punishment was used to suppress inappropriate behaviors.

Alternative methods used in school-age classrooms incorporated behavior management procedures with components for reinforcing positive prosocial behaviors. Each teacher concentrated on observing appropriate social behaviors throughout the daily classroom routine. When problem situations arose, the students were encouraged to assess their own behaviors. Sainato, Strain, Lefebvre and Rapp (1990) discussed the importance for students to affirm appropriate behavioral reactions to problem situations and alter their future behaviors in an attempt to attain necessary social and life skills. Many teachers found that the students were not willing, and in some cases were not able to deal with their actions. Most behaviors usually escalated to a physical assault before intervention could even be attempted.

Various forms of behavior modification techniques and discipline procedures previously implemented only resulted in the removal of the students from problem situations. In addition, most of the methods concentrated on the use of punishment to correct inappropriate behavior. Schnobrich (1985) cautions that reinforcement is likely to be awarded to students for simply not getting into trouble rather than for performing competent

behaviors. The identified students may not have had a clear understanding of what behaviors were being reinforced.

Administrative intervention resulted in the development of individual reinforcement plans designed to center on the performance of socially competent behaviors. Partridge (1981) felt that prosocial behaviors could be increased by reinforcing such behaviors more powerfully than non-social behaviors. Where Partridge reinforced prosocial behaviors based on the manipulation of a sand-play machine, special lunch privileges were awarded once a week based on a previously agreed level of behavioral expectation. Some students were unable to maintain socially competent behaviors for the required five consecutive days while others showed little concern for the plan until a day or two prior to the reinforcement.

A review of the literature for possible solutions to the problem situation revealed a variety of positive methods used. The behaviors the students were exhibiting were disruptive to the teachers, their peers and to themselves. White and Poteat (1983) found that students could increase targeted social skills through consultation and teacher directed activities. However, some teachers expressed concerns over the use of curricula that emphasized direct-instruction type programming because they often utilize discipline in the behavior management techniques to correct inappropriate behaviors.

Hertz (1984) believes that children who exhibit developmentally younger behaviors than the typical age-related and generally expected behaviors need to be taught various methods of interaction through sociodramatic play. In play-oriented curricula, young children are offered opportunities to act out ideas, demonstrate problem solving techniques and participate in imaginative and interactive play with other children.

Description of Selected Solution

The solution that was selected to increase social competence in kindergarten and first grade students focused on providing students with opportunities to interact with their environment in a way which allowed them to learn from their own actions and observations. Schmitz (1982) found that by implementing manipulative tasks, kindergarten students could decrease the number of aggressive acts during play time. When students become actively involved in play they discover how to negotiate and learn from one another. The writer believes that students who are exhibiting behaviors that are identified as developmentally younger than their expected age-related behaviors need to be taught various methods of interaction and cooperation rather than disciplined for behaviors that are maturational and which they are incapable of performing.

In play-oriented curricula; dramatic play, role playing and active learning techniques allow students to come to terms with

various types of positive and negative behaviors. Essa (1983) believes that this type of intervention will provide the teacher with various opportunities to attempt to solve some negative behaviors and encourage the positive ones.

During the twenty-five minute recess time scheduled into the classroom's daily routine, the identified students participated in small group play within block and housekeeping play settings. These settings were established to motivate student activity and potentially increase appropriate play with toys and socially competent behaviors relevant to classroom expectations. Burgio, Witman and Johnson (1980) encouraged the attainment of skills that would provide students with the ability to work independently and manage their own behaviors. By minimizing the dependence on the presence of the teacher, increased peer interaction was encouraged.

During housekeeping and block play, students were able to expand on skills they possessed and were free to take risks without fear of adult imposed rules. In a recent article in Phi Delta Kappan, David Elkind (1989) encouraged the creation of developmentally appropriate learning environments that stimulate the student's emerging mental abilities. The learning environments of the housekeeping and block areas were also representative of prominent parts of the student's home and school environments. Thus, they were able to imitate and demonstrate home relationships as well as daily interactive experiences.

Many attributes from direct-instruction and play-oriented curricula have had positive implications about increasing student's responses to, and initiation of, prosocial peer interaction. Students need to communicate with one another, interact and be actively engaged in order to foster the development of competent social behaviors. Programs must be developed to provide structure that would guide and encourage interactions with other students (Burstein, O'Connell, 1986). Through such programs, students become self-motivated to learn new ways of thinking about and coping with interpersonal difficulties.

During the video taped play sessions in the block and housekeeping areas, the students planned intervention strategies with other students and had opportunities to carry them out. Kindergarten students were able to plan their involvement with the play group prior to each session, carry out their stated plans and review their accomplishments of such plans (Hohmann, Banet & Weikart, 1983). Derived from this "Plan-Do-Review" process, the students created their own dramatic play and role playing opportunities in a self-satisfying fashion.

When situations arose involving inappropriate behaviors, students were shown their behaviors and appropriate ways to play and interact were immediately instructed and modeled. In a research study of social interaction, Eichinger (1990) found that regular education students were able to generalize learned positive

interaction skills to free play settings when reinforced with teacher modeling and monitoring techniques. Through teacher modeling and direct-instruction of appropriate ways to play with toys and interact with peers as situations arose, the students were able to gain meaning and application when experienced in the natural context of small group play. By selecting their own playmates, materials and activities, the students were intrinsically motivated to participate.

The teacher participants administered most instruction and modeled the appropriate behaviors to reinforce and increase the student's positive responses to their requests and directions. Lipscomb (1982) found that the social characteristic of generosity would increase when children were exposed to a person modeling generosity. After practicing the modeled behaviors, the students viewed their participation from the video tape in an effort to promote self-evaluation. The benefits of assessing one's own behavior is reported to be substantial for both students and teachers. Student's maintenance of newly learned skills across settings, teachers and tasks may increase substantially when they are capable of managing their own behaviors (Baer & Fowler, 1984; Rose, Lessen, & Gottlieb, 1982).

The students reviewed the social events by engaging in discussions of their involvement in the play session. They were encouraged to identify instances of unsolicited prosocial

behaviors and practiced modeled behaviors. Eichinger (1990) found that cooperative play could increase and aggressive acts decrease through normalized efforts to support interactions. Interaction was supported by giving students the opportunity to report to their class the friendly behaviors of their peers occurring that day.

In review, the practicum was designed to have the identified students plan intervention strategies with other students and carry them out within a self-motivating play setting. As situations arose involving inappropriate behaviors, appropriate ways to play and interact were immediately instructed and modeled. After practicing the modeled behaviors, the students viewed their participation from the video tape and discussed their involvement as a review of each session. The following curriculum framework and planned events was adapted from the High/Scope Cognitively Oriented Curriculum's "key experiences" (Hohmann, Banet & Weikart, 1983).

Calendar of Events

Preliminary Requirements

Parent consent for student participation was obtained and the teacher participants were oriented to the planned activities, intervention strategies and procedures. The teacher participants aided in the arranging and preparing of the physical setting with the necessary toys and equipment. In addition, they completed the adapted SOME pre-check lists and were oriented to the data

collection forms and procedures.

	Time Frame
Month One:	
Week One - The students actively explored the environment by selecting materials and activities.	March 12-16, 1990.
Week Two - The students were encouraged to manipulate, transform and combine materials individually and with others.	March 19-23, 1990.
Week Three - The students were stimulated to talk with others about activities that they experienced.	April 2-6, 1990.
Week Four - The students described objects, events and relations as they occurred.	April 9-12, 1990.
Month Two:	
Week Five - The students were invited to verbally express various types of feelings.	April 16-20, 1990.
Week Six - The students were asked to make up stories, rhyme words or listen to other's stories.	April 23-27, 1990.
Week Seven - The students were asked to utilize all their senses to imitate actions and experiences.	April 30-May 4, 1990.
Week Eight - The students related pictures,	May 7-11,

photographs and models to real places and things.	1990.

Month Three:

Week Nine - The students role played and pretended with others using props and materials.	May 14-18, 1990.
Week Ten - The students noticed and described how things were the same and how they were different.	May 21-25, 1990.
Week Eleven - The students described materials, actions and feelings in different ways.	May 29-June 1, 1990.
Week Twelve - The students expressed their likes and dislikes in relation to their bodies and actions.	June 4-6, 1990.

Report of Action Taken

The practicum solution was implemented to increase social competence in kindergarten and first grade students through the instructing, modeling and practicing of appropriate behaviors in the natural context of a self-motivating play setting. The five students selected participated in a twenty-five minute play group each afternoon in place of their outdoor recess time. Each student's teacher (participating teacher) assisted the writer in facilitating play, instructing and modeling appropriate behaviors

during one session per week by rotating with the other teachers. After training the teacher participants in the intervention techniques, the writer observed and recorded significant developments and intervened to facilitate play when it was deemed necessary.

The adapted SOME pre-check lists were completed by each of the participating teachers. In addition, parental and guardian permission forms were obtained to allow each student to attend the play group and to be video taped. Arrangements were made to utilize a classroom which had already been divided and equipped into block and housekeeping activity settings.

Prior to each play group session, the students sat on the floor with the teacher participant and planned their involvement. Their participation concentrated on which area they preferred to play in, what materials they want to play with, what they proposed to do there with the selected materials and what students they opted to play with them. Before leaving the planning session, each student indicated their choices in either a verbal or gestural manner. All the students were encouraged to stick to their plan; however, alternate plans were devised during the play sessions.

Some students were reluctant to participate while others had trouble deciding what to do. Initially, the planning sessions took place in the play settings as one means of getting them involved. Materials were consistently removed from the shelves and offered to

the students to encourage their participation. For those students who came to school lacking the skills of interactive play with peers and toys, this intervention technique expanded on the student's intrinsically motivating need to play (Hohmann, Banet & Weikart, 1983).

The play sessions offered the students many opportunities to be self-directed and experiment and problem solve without fear of failure or improperly handling materials. This small group play session, with few rules and many opportunities for choices, encouraged free expression to those students who may have had some difficulty adjusting to the highly structured curricula of kindergarten and first grade.

During the play sessions, the teacher participants fostered interaction with peers and toys through the developmental guideposts outlined by the "key experiences" (see Calendar Plan) of the High/Scope Cognitively Oriented Curriculum (Hohmann, Banet & Weikart, 1983). They were also available to provide help and guidance while the students played and interacted according to their own motivations (Smilansky, 1990).

The block and housekeeping areas contained many articles, materials and opportunities to facilitate student's negotiations, explorations and imitations. Different blocks of various sizes and shapes, cars and trucks and people and animals were found in the block setting. During block play, students were able to actively

explore and manipulate objects, represent ideas and combine efforts with other students. As the students interacted in the setting, they were able to practice cooperation and barter with one another as they would in the classroom or their home situations.

The housekeeping setting was equipped with a child-size refrigerator and sink, a cupboard with pots and pans, cooking utensils, food containers and dress-up clothes and furniture for dramatic play. Those students exhibiting inappropriate behaviors from internal and external pressures at home were able to pretend, imitate and dramatize relationships and meaningful environmental experiences.

The play sessions were interrupted when instances of inappropriate behaviors arose. All students returned to the planning area to view the recorded behaviors. The effects of the modeled prosocial behaviors were enhanced through the video replay which provided opportunities for discussion. After the appropriate behaviors were practiced, the students were able to resume play. Following each play session, the students viewed the modeled and practiced behaviors and reviewed their accomplishments of the session by highlighting any demonstrated socially competent behaviors.

CHAPTER V

RESULTS, DISCUSSION AND RECOMMENDATIONS

Results

Five identified kindergarten and first grade students exhibited socially incompetent behaviors that were described as excessively aggressive with inappropriate responses to adult and peer interaction. The demonstrated behaviors were identified as developmentally younger than their expected age-related behaviors, even though their academic achievement was progressing at the expected normal rate. Attempts to correct inappropriate behaviors through classroom discipline and behavior management procedures had little positive effect.

The solution strategy that was utilized was designed to have the identified students plan intervention strategies with other students and carry them out within a self-motivating play setting. As situations arose involving inappropriate behaviors, appropriate ways to play and interact were immediately instructed and modeled. After practicing the modeled behaviors, the students viewed their participation from the video tape and discussed their involvement

as a review of each session.

The first behavioral objective for this practicum stated that each child will demonstrate compliance with special class rules during thirty minute special class sessions. The children will demonstrate minimum acceptable performance by attending twenty-two out of twenty-four special class sessions per month without being removed or asked to leave as reported by the supervising teacher.

By the end of practicum implementation, this objective proved to be successful as evidenced by each of the five students having demonstrated compliance with special class rules during thirty minute special class sessions. Throughout the implementation period, student and teacher absences made it necessary for the minimum acceptable performance to be reported as a percentage per month rather than by days of attendance per month. Therefore, minimum acceptable performance for this objective required 91.6% special class attendance per month without being removed or asked to leave as reported by the supervising teacher.

Two of the five students attained 100% attendance in special class sessions for each of the three months of implementation. One student had demonstrated 91% attendance in special class sessions during the first two months of implementation before attaining 100% attendance in the final month. Another student attained 100% attendance in special class sessions during the first and final months of implementation while realizing 96% attendance for the

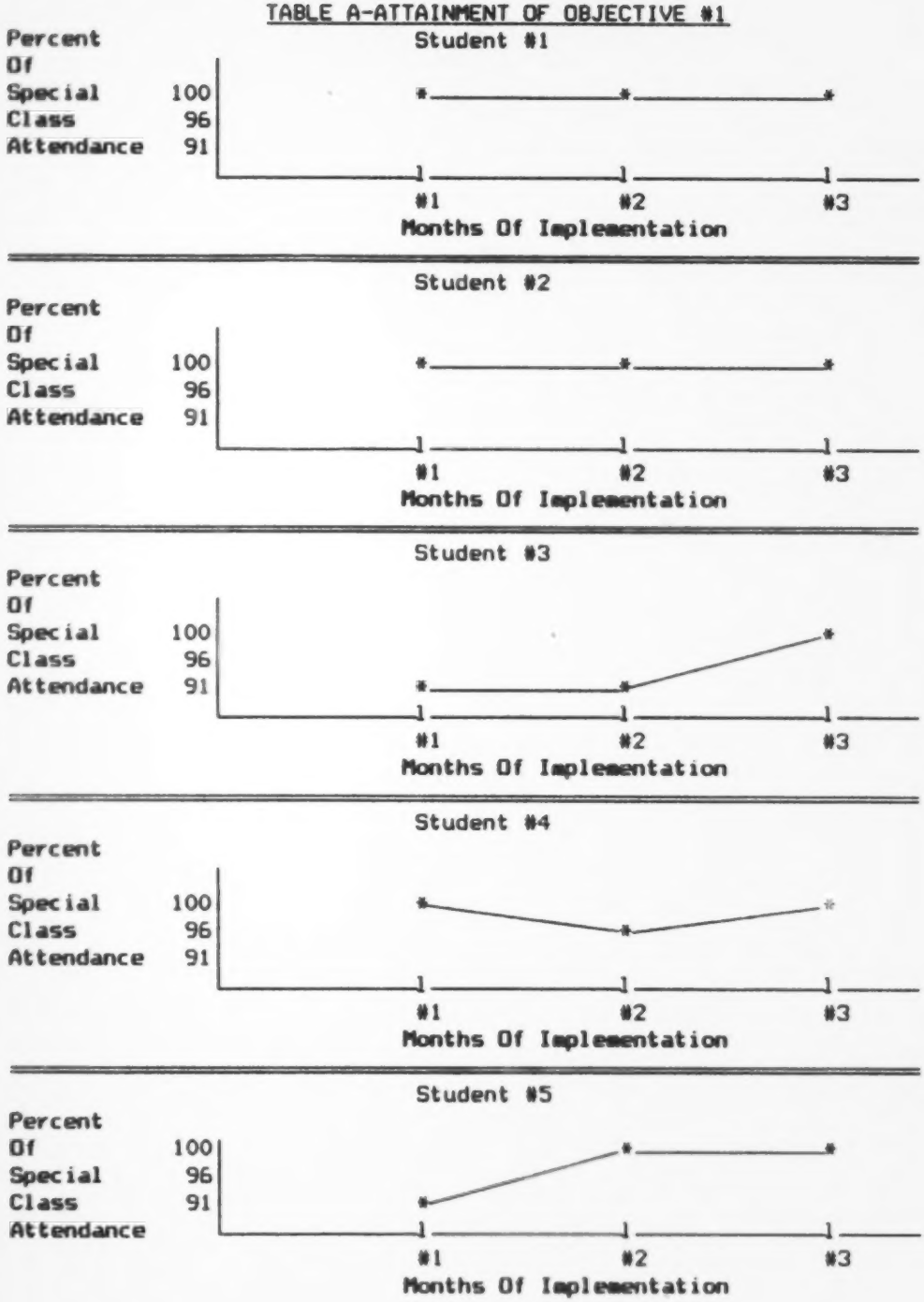
second month. The final student maintained 91% attendance in special class sessions in the first month of implementation and achieved 100% attendance during the remaining two months.

By the final month of implementation, each student had achieved 100% compliance with special class rules during thirty minute special class sessions as evidenced by not being removed or asked to leave as reported by the supervising teacher (see Table A). The average daily special class attendance for the entire implementation period of three months resulted in 100% compliance by two students; 95% compliance, 98% compliance and 97% compliance for the remaining three students.

The second behavioral objective indicated that each child will follow the teacher's directions and respond to requests or consequences in an acceptable manner as outlined by the classroom rules (see Appendix B). The children will demonstrate minimum acceptable performance by maintaining compliance with classroom rules eighty percent of the time every day for four out of five days. Achievement of the objective will be evidenced by teacher documentation in the classroom behavior management plan.

This objective was also successful as demonstrated by two of the five students having successfully followed the teachers' directions and responding to their requests or consequences in an acceptable manner at least 80% of the time. These students demonstrated minimum acceptable performance by maintaining

TABLE A-ATTAINMENT OF OBJECTIVE #1



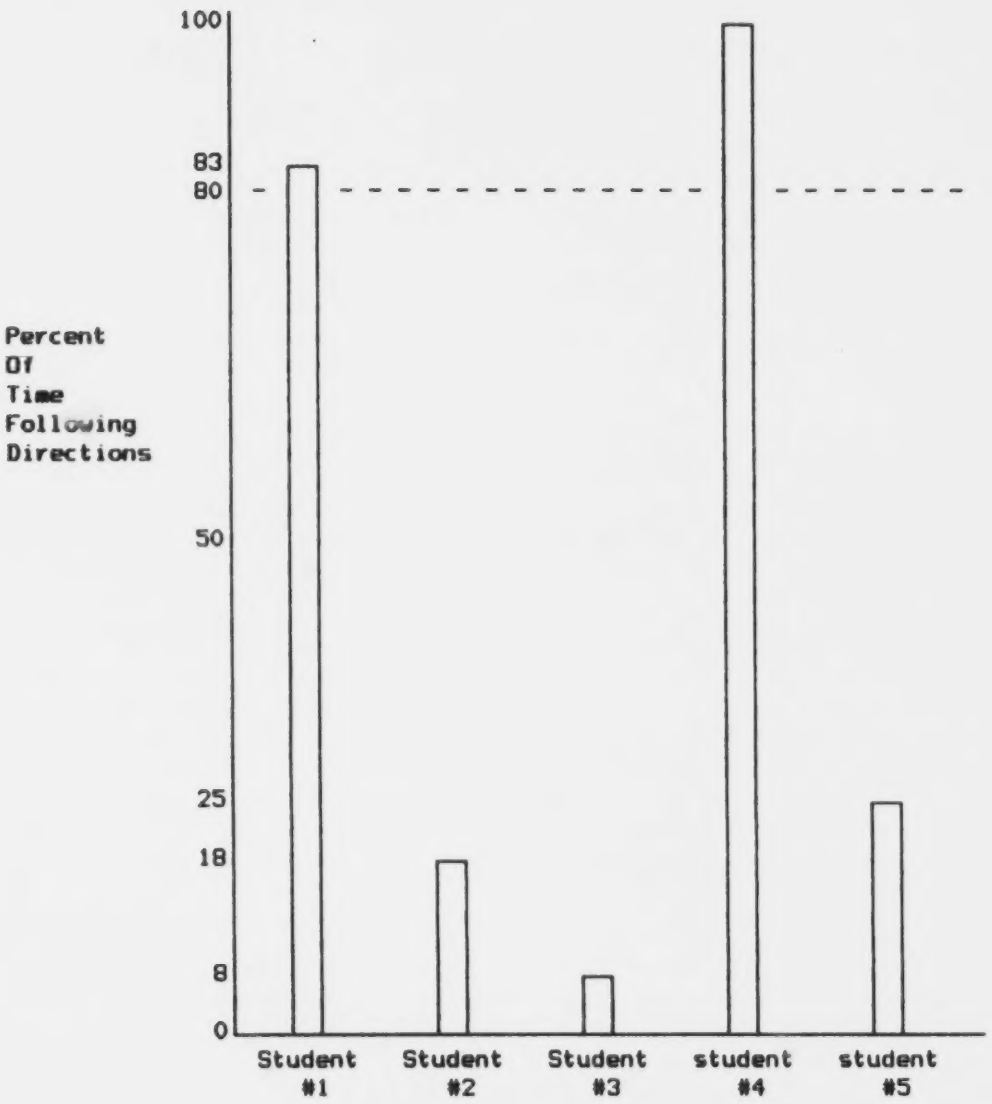
compliance with classroom rules 83% and 100% of the time, respectively, over the twelve week duration. The remaining three students did not meet minimum acceptable performance as compliance with classroom rules was calculated to be 18%, 8% and 25% of the time over the three month span (see Table 8).

The third behavioral objective stated that each child will keep his hands, feet and objects to himself when interacting with adults and peers as outlined by the classroom rules. The children will demonstrate minimum acceptable performance by maintaining compliance with classroom rules for physical assault nine out of ten days. Achievement of the objective will be evidenced by teacher documentation in the classroom behavior management plan.

This objective also proved to be successful as four of the five students demonstrated minimum acceptable performance for the duration of the three month period. As previously indicated, student and teacher absences made it necessary for the minimum acceptable performance to be reported as a percentage bimonthly rather than by days of compliance bimonthly. Therefore, minimum acceptable performance for this objective required 90% compliance with classroom rules for assault on a bimonthly basis.

The first student required removal for physical assault only once during the initial ten day period which resulted in a compliance rate of 98.3% for the duration of implementation. The second student demonstrated 100% compliance with classroom rules

TABLE B-ATTAINMENT OF OBJECTIVE #2



for assault during the entire three month period. After one month of 100% compliance, the third student's compliance rate with classroom rules significantly declined to 75.8% for the remainder of implementation. The remaining students' recorded a rate of 91.8% and 93.3% respectively for compliance with classroom rules for assault over the three month span (see Table C).

The final behavioral objective asserted that each child will demonstrate prosocial behaviors as reported by the classroom teacher. The children will demonstrate minimum acceptable performance by initiating positive and acceptable peer interaction eighty percent of the time every day for four out of five days. Achievement of the objective will be evidenced by teacher observation and documentation.

Three of the five students proved this objective to be successful by demonstrating minimum acceptable performance through the initiation of positive and acceptable peer interaction. The second student initiated positive and acceptable peer interaction 100% of the time, the fourth student 88% of the time and the fifth student 85% of the time during implementation. The first and third student exhibited positive and acceptable peer interaction only 71% and 53% of the time during the implementation period, respectively (see Table D).

Each participating teacher concluded their practicum participation by completing a post-evaluation of the observable

TABLE C-ATTAINMENT OF OBJECTIVE #3

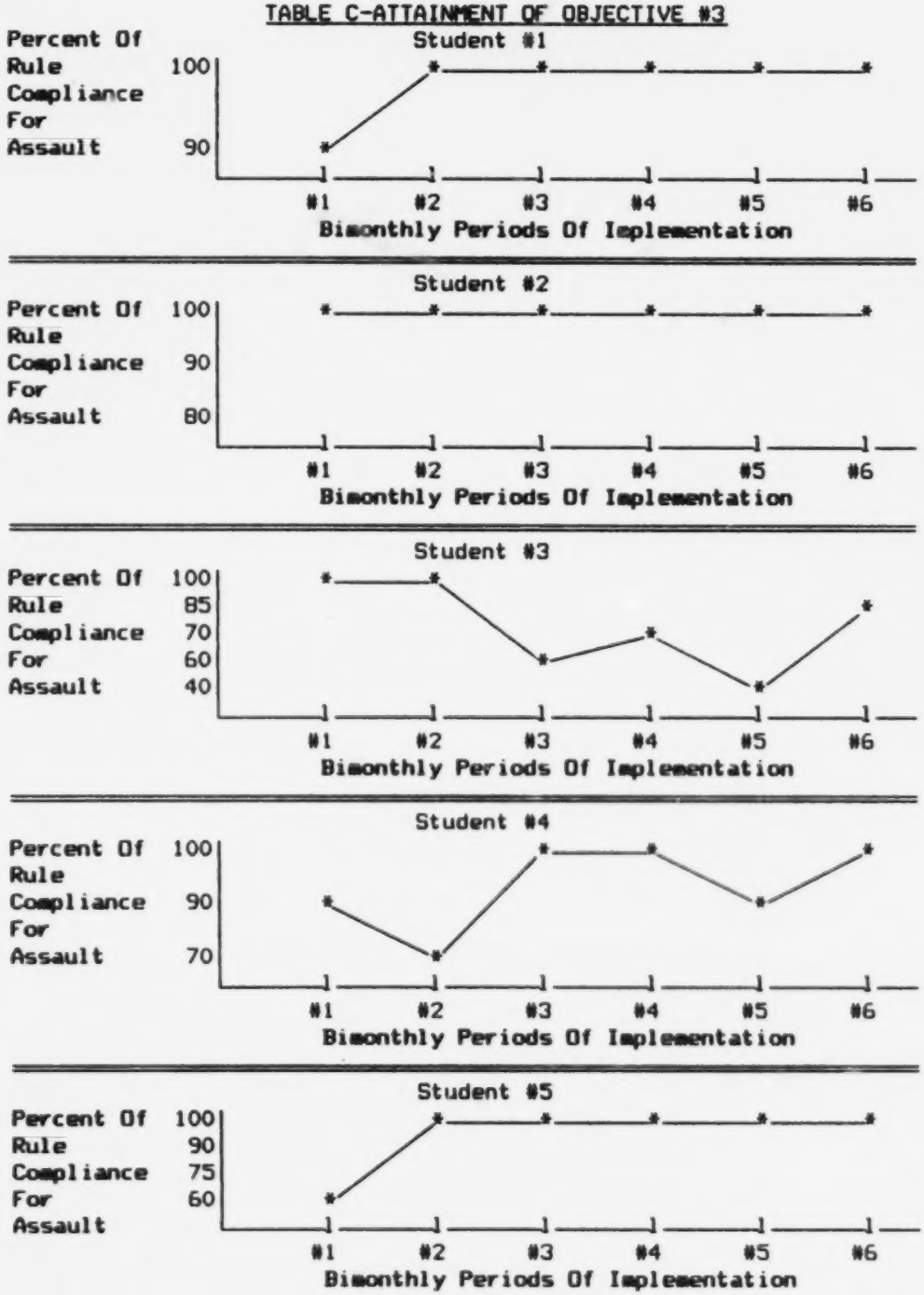
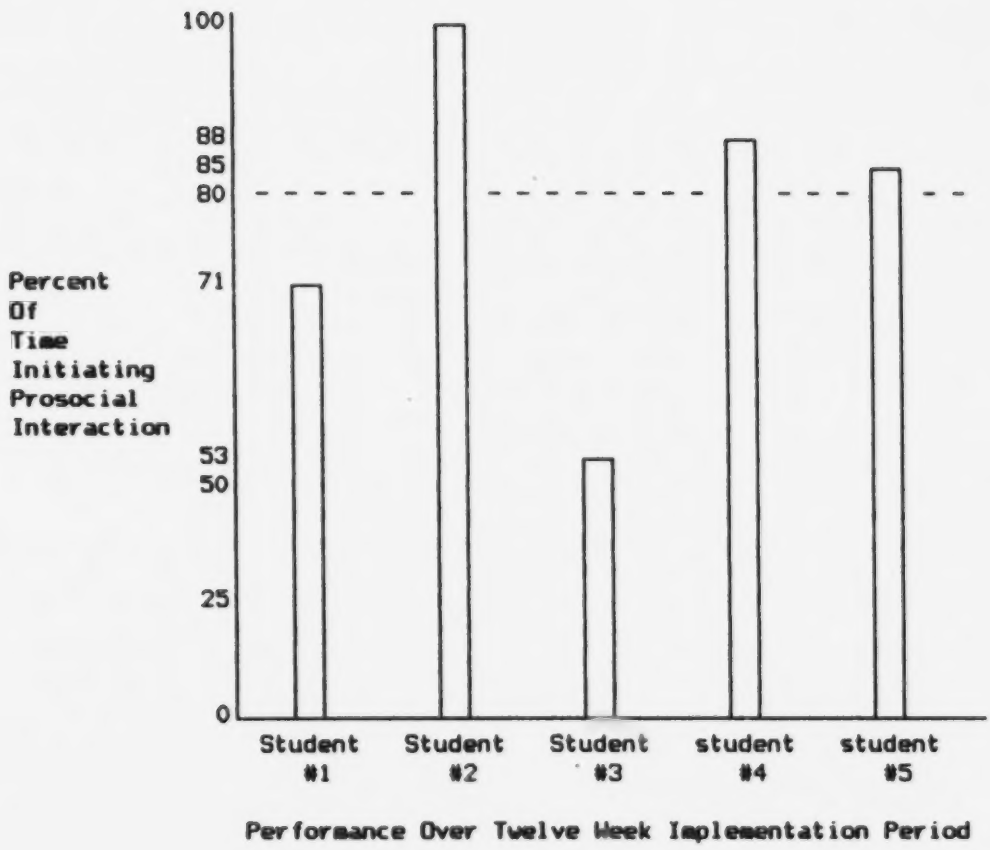


TABLE D-ATTAINMENT OF OBJECTIVE #4



student behaviors outlined in the adapted Social Observation For Mainstreamed Environments checklist (Johnson & Mandell, 1988). The post-evaluation review of observed student performances indicated that participating teachers identified increases in the number of observable behaviors attained for each child. The five participating teachers identified from their pre-assessment increases in student progress of 83%, 75%, 57%, 83% and 86%, respectively.

Discussion

The reported classroom results indicate that each student successfully accomplished the first stated objective. Practicum implementation was successful because each of the five teacher participants identified observable student progress of at least one of the four stated objectives indicated on the post-evaluation adapted Social Observation For Mainstreamed Environments checklist (Johnson & Mandell, 1988). In addition to each student meeting minimum performance criteria for the first objective, three of the students successfully accomplished two additional objectives and one student accomplished all four objectives. Only one student accomplished just one of the four behavioral objectives.

Each of the four behavioral objectives concentrated on improving some aspect of prosocial behavior. Successful participation in the play settings was facilitated by carefully arranging the settings so that ample space and multiple-use toys

were provided, which encouraged imaginative and productive play. Ritter (1989) noted that regular classroom teachers' increased perceptions of behavior problems may have been contributed by the classroom setting itself. Through appealing classroom play settings and multiple-use toys, students functioning at various developmental levels are afforded the opportunities to participate in play that is motivating to them.

During the initial stages of implementation, it became evident that the students' social interaction was largely affected by the various behavioral characteristics they each brought to the play settings. George (1980) believes that management techniques should be reflective of a student's developmental level. The intervention strategy of students viewing direct instruction and modeling of appropriate behaviors following inappropriate behaviors provided immediate and concrete feedback that was conceptually understood by each student.

The students and the teachers quickly became familiar with the intervention of the video equipment and identification of the targeted behaviors. Consequently, the use of the video equipment and viewing themselves on the monitor was quite a novelty for the students. Once they realized that viewing only took place for inappropriate behaviors, the frequency of less severe behaviors increased. When viewing attention was directed at both appropriate and inappropriate behaviors, the less severe behaviors

decreased and purposeful politeness increased. The procedure of viewing appropriate behavior eventually needed only to be used intermittently.

After an initial investigation of the play settings and materials, none of the students exhibited any inhibitions or hesitations in planning their participation. Involving a student in the planning and carrying out of activities enhances his self-determination, an important element of intrinsic motivation (Deci & Ryan, 1985). The students easily identified what activities they wanted to perform, who they would like to be involved with and what materials they were going to utilize before they enthusiastically became engaged in play. Participation in planning provides students with the ability to immediately impact upon their educational environment, while the decision-making control positively affects their self-worth.

Involvement by the participating teachers became a key component in facilitating play in the play settings and provided a consistent carryover of prosocial expectations into the classroom. As the teachers interacted and guided the students through individual activities and object manipulations, they consistently encouraged student efforts, modeled appropriate behaviors and introduced strategies to enhance their involvement and self-discipline.

The importance of becoming involved, and remaining so, was

evidenced by each student's successful attainment of the first objective. Many students commented that they did not prefer to be removed from their special classes. They related that they enjoyed being informed of what they were doing correctly and that even though they did not always follow the rules, they knew when to gain self-control to avoid removal. Canter (1989) recommends the use of a positive discipline system through a three-step cycle of behavior management. When teachers teach students specific behaviors, reinforce those behaviors when exhibited and discipline inappropriate behaviors with expected consequences, then an effective behavior management program is built upon student choices.

Although all five students progressively worked toward mastery of the first objective, only two of them were able to meet minimum performance criteria for the second objective. The remaining three students consistently exhibited significant difficulty in following teacher directions. Observations during this period of time indicated that one student was capable of following only one step simple commands, while the other two students persevered on tasks to the point at which they became unaware of external stimuli. However, when eye contact was present and total attention was obtained, each student demonstrated compliance with most directions during the play settings. Rhode, Morgan and Young (1983) found that by using a variety of training procedures students can be

successfully taught self-management.

Self-management as well as self-control significantly increased throughout the twelve week period, particularly in reference to the third and fourth objective. Because of the severity of physical assault and the need for positive interaction, minimum performance criteria was established to require a high level of achievement for compliance. Interestingly, four of the five students achieved that level for the third objective and three of the five for the fourth objective. The remaining students who fell short increased compliance toward the end of implementation for both objectives. All the students agreed that they did not want to be separated from their peers. Will (1986) found that stigmas may be attached to students and negatively perceived by peers when they are removed from classroom situations.

Since each objective proved successful for at least one student, all teacher participants agreed that practicum implementation had met their expectations. In cases where students did not meet minimum performance criteria, several teachers commented on their observation of individual student growth. However, all teachers noted significant reductions in aggressive behavior while recognizing an increase in self-control.

Several of the students commented that they enjoyed attending the play sessions because they liked playing with the toys and working on projects with other students. They related that they

liked being the boss so they could carry out what they planned to do. Teacher participation was noted to be acceptable by the students during these sessions as they encouraged and guided them through their selected activities.

With words of praise and positive reinforcement, few instances of discipline were needed. The teachers found that they were able to attend to a variety of developmental needs through concept and skill development activities and procedures. As the students gained confidence in their abilities to explore their environment and negotiate their needs in the play settings, instances of prosocial and positive peer interaction emerged.

Recommendations

To facilitate any future implementation, the following is recommended:

1. Practitioners interested in this practicum would find it helpful during implementation to designate a time slot for each daily play session that would most likely be free from scheduling interruptions.
2. Teachers wishing to conduct self-motivating play sessions would benefit from obtaining daily assistance in setting up and dismantling the video equipment. A smooth student transition from the play setting to the classroom routine will enhance behavioral consistency.
3. Instructors would profit from conducting practice and

review of play group procedures and routines with the participating students prior to practicum initiation.

4. Educators would realize an increase of retained prosocial proficiency by incorporating instruction of interpersonal skills in all content curricula.

Plans for furthering this solution in the work setting will be accomplished by providing other professionals with insight to the adaptation of pertinent concepts to already established daily classroom routines.

Dissemination

A growing interest in our school district has focused on the special needs of school-age children identified as having been prenatally exposed to drugs or alcohol. Pertinent literature has supported many of the same strategies that were employed throughout implementation as instrumental in the subsequent decrease of aggressive behavior. Observation from local administrators prompted the writer to present a brief discussion with a highlighted video clip to district administrators and key program personnel at a monthly meeting held on "Children At-Risk". Future plans for dissemination of the practicum report include distribution of copies to interested members of the group as well as retaining a copy in the school's professional library.

References

Almy, M. (1984). A child's right to play. Childhood Education, 60, 350.

Baer, M. & Fowler, S. A. (1984). How should we measure the potential for self-control procedures for generalized educational outcomes? In W. L. Heward, T. E. Heron, D. S. Hill, & J. Trap-Porter (Eds.), Focus on behavior analysis in education, pp. 145-162. Columbus, Ohio: Merrill.

Bennett, W. J. (1986, October). First lessons. Phi Delta Kappan, pp. 125-129.

Bradley, G. (1984). Ways to help your child succeed in kindergarten. PTA Today, 9(6), 11-12.

Burgio, L. D., Witman, L., & Johnson, M. R. (1980). A self-instructional package for increasing attending behavior in educable mentally retarded children. Journal of Applied Behavior Analysis, 13(3), 443-454.

Burstein, N. D. (1986). The effects of classroom organization on mainstreamed preschool children. Exceptional Children, 52, 425-434.

Canter, L. (1989, September). Assertive Discipline-More Than Names on the Board and Marbles in a Jar. Phi Delta Kappan, pp. 57-61.

Canter, L. & Canter M. (1986). Assertive Discipline. Santa Monica, Ca.: Canter and Associates, Inc.

Deci, E. L., & Ryan, R. M. (1985). Intrinsic motivation and self-determination in human behavior. New York, Plenum.

Edwards, C.P., & Whiting, B.B. (1980). Differential socialization of girls and boys in light of cross cultural research. New Directions for Child Development Anthropological Perspectives on Child Development, 8, 45-57.

Eichinger, J. (1990). Goal Structure Effects on Social Interaction: Nondisabled and Disabled Elementary Students. Exceptional Children, 56(5), 408-416.

Elkind, D. (1989, October). Developmentally Appropriate Practice: Philosophical and Practical Implications. Phi Delta Kappan, pp. 113-117.

Essa, E. (1983). A practical guide to solving preschool behavior problems. New York: Delmar.

Feldman, R. (1986). The social psychology of education. Port Chester, New York: Cambridge University Press.

George, P. (1980, November). Discipline and Moral Development. Educational Forum, pp. 57-68.

Grossman, H. (1983). "Classification in mental retardation." Washington, D.C.; American Association on Mental Deficiency.

Guidubaldi, J., Perry, J. D., & Walker, M. (1989). Assessment Strategies for Students With Disabilities. Journal of Counseling and Development, 68, 160-165.

Hertz, R. (1984). A program of curriculum oriented directed play

to enhance developmental maturity in kindergarten children. (Clearinghouse Code PS 104 948). Ft. Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 254 330)

Hohman, M., Banet, B., & Weikart, D. P. (1983). Young Children In Action (4th ed.). Ypsilanti, Michigan: The High/Scope Press.

Johnson, R., & Mandell, C. (1988, Winter). A social observation checklist for preschoolers. Teaching Exceptional Children, pp. 18-21.

Kantrowitz, B., & Wingert, P. (1989, April). How kids learn. Newsweek, pp. 50-56.

Kohlberg, L. (1976). Moral stages and moralization: The cognitive-developmental approach. In T. Lickona (Ed.), Moral Development and Behavior. New York: Holt.

Krauss, M. W. (1990). New Precedent in Family Policy: Individualized Family Service Plan. Exceptional Children, 56(5), 388-395.

Lasley, T. J. (1989, September). A Teacher Development Model for Classroom Management. Phi Delta Kappan, pp. 36-38.

Lipscomb, T. J., & Others (1982). Modeling and children's generosity: A developmental perspective. Merrill-Palmer Quarterly, 28(2), 275-282.

National Association of State Boards of Education (1988). Right From The Start. The Report of the NASBE Task Force on Early Childhood Education, preface iii.

O'Connell, J. C. (1986). Managing small group instruction in an integrated preschool setting. Teaching Exceptional Children, pp. 166-171.

Partridge, M. J., & Others (1981). Social contingencies in the physical environments and prosocial behavior in children's play. Paper presented at the annual meeting of the American Educational Research Association, British Columbia, Canada.

Piaget, J. (1932). The Moral Judgement of the Child. London: Kegan Paul.

Rhode, G., Morgan, D. P., & Young, K. R. (1983). Generalization and maintenance of treatment gains of behaviorally handicapped students from resource rooms to regular classrooms using self-evaluation procedures. Journal of Applied Behavioral Analysis, 16, 171-188.

Ritter, D. R. (1989). Teachers' Perceptions of Problem Behavior in General and Special Education. Exceptional Children, 55(6), 559-564.

Rose, T., Lessen, E., & Gottlieb, J. (1982). A discussion of transfer of training in mainstreaming programs. Journal of Learning Disabilities, 15, 162-165.

Safran, S. P., & Safran, J. S. (1984). Elementary teachers' tolerance of problem behaviors. Elementary School Journal, 85, 247-253.

Safran, S. P., & Safran, J. S. (1985). Classroom context and

teachers' perceptions of problem behaviors. Journal of Educational Psychology, 77, 20-28.

Sainato, D. M., Strain, P. S., Lefebvre, D., & Rapp, N. (1990). Effects of Self-Evaluation on the Independent Work Skills of Preschool Children with Disabilities. Exceptional Children, 56(6), 540-549.

Salholz, E., Wingert, P., Burgower, B., Michael, R. & Joseph, N. (1987, February). Kids Need Time To Be Kids. Newsweek, pp. 56-58.

Schmitz, D. J. (1982) The design and implementation of forty manipulative tasks to develop cooperation in a kindergarten class at Palmer School. Master's field project/research report, National College of Education, Wisconsin.

Schnobrich, J. (1985). Implementation of a program of prosocial behavior in an inner city kindergarten classroom. (Clearinghouse Code SE 019 981). Ft. Lauderdale, FL: Nova University. (ERIC Document Reproduction Service No. ED 115 507)

Smilansky, S. (1990). Facilitating the Expression of Children's Feelings Through Pretend Play. Presentation at the Nova University Summer Institute, Ft. Lauderdale, Florida, U.S.A.

Stainback, W., & Stainback, S. (1984). A rationale for the merger of special and regular education. Exceptional Children, 51, 102-111.

Walker, H., & Rankin, R. (1983). Assessing the behavior

expectations and demands of less restrictive settings. School Psychological Review, 12, 274-284.

White, J., & Poteat, G. M. (1983). Improving kindergarten students' social skills through consultation and teacher directed activities. School Psychology Review, 12(4), 476-480.

Will, M. (1986). Educating students with learning problems-a shared responsibility. Washington, DC: U. S. Department of Education, Office of Special Education and Rehabilitative Services.

APPENDIX A

PARENTAL OR GUARDIAN PERMISSION FORM

Dear Parent or Guardian,

As the Behavior Specialist for our school, I have been working with kindergarten and first grade teachers to develop ways to help your child achieve better social and academic success. I will be developing a small play group consisting of five children, a teacher and myself. During these sessions, the children's social behavior will be monitored and appropriate behaviors will be modeled and practiced. Video equipment will be utilized to reinforce appropriate behaviors to the children.

A final report will be generated and it will be used as an assignment for my graduate program. YOUR CHILD'S NAME AND VIDEO PICTURES WILL REMAIN STRICTLY CONFIDENTIAL AND USED SOLELY FOR EDUCATIONAL PURPOSES. Any information gathered or video pictures taken are available to share with you at any time.

Sincerely,

Michael P. Ferrentino

Behavior Specialist

- -

Please Return This Portion

I give my permission to have my child participate in a small group play session. I understand that my child will be video taped for educational purposes and will remain confidential.

Parent's
Signature_____ Date_____

APPENDIX B

CLASSROOM RULES

1) The children will keep their hands, feet and objects to themselves.
2) The children will remain in their assigned area.
3) The children will stay on task.
4) The children will talk quietly with permission.
5) The children will follow the directions the first time they are given.

APPENDIX C

Daily Classroom Behavior Recording Chart

	Special Class #1 (RULE COMPLIANCE)	Special Class #2	(Following Teacher's Directions/ Requests)	(Keeps Hands, Feet & Objects To Self)	(Initiating Negative & Unacceptable Peer Interaction)
Severe Behavior (Automatic Removal)	0	0	0	0	0
3rd Infraction (Consequence Administered)	0	0	0	0	0
2nd Infraction (Verbal Warning with Consequence Stated)	0	0	0	0	0
1st Infraction (Verbal Warning with Rule Stated)	0	0	0	0	0

APPENDIX D

OBSERVABLE BEHAVIOR CHECKLIST

		Observed Performance	Classroom Expectations
Practicum	1) Obey the class rules.		
Objective	2) Make simple decisions.		
#1	3) Asks for help when needed.		
Practicum	4) Follow simple direction.		
Objective	5) Complete tasks with minimum adult assistance.		
#2			
Practicum	6) Initiate nonphysical interactions with peers.		
Objective	7) Initiate nonphysical interactions with adults.		
#3	8) Uses verbal vs. nonverbal means to express feelings.		
Practicum	9) Play well with others.		
Objective	10) Respects other's belongings		
#4			

Adopted from: "Social Observation For Mainstreamed Environments" (SOME), A Social Observation Checklist for Preschoolers. Teaching Exceptional Children, Johnson & Mandell, 1988.

APPENDIX E

Report of Unexpected Events

Date/Time	Statement of Unexpected Event/Behavior	Statement of Action Taken	Results/Outcomes